

Readiwriter
Spelling

Series E

Spelling Resources

Student Book



PEG Spelling
Team Series
Authors

Student name:

Contractions

THINGS TO KNOW

We often contract, or shorten, words in English. In simple terms, this means that two words are joined together and shortened with one or more letters being left out.

HINT

- An apostrophe is inserted exactly in the place of a missing letter or letters.
For example: *isn't* means *is not*. The letter *o* has been left out in the word *not*.
The apostrophe is inserted where the letter *o* should have been.
- **Negative contractions:** means (*verb*) + *not* –
aren't *can't* *couldn't* *didn't* *doesn't* *don't* *hadn't* *hasn't* *haven't* *isn't* *mightn't*
- In many words the verb itself is contracted. The missing letters in the following verbs are in bold print.
means ... – **is/has**: he's here's how's it's she's that's there's what's when's where's who's
means ... – **will**: he'll I'll it'll she'll that'll they'll we'll who'll you'll
means ... – **are**: they're we're you're
means ... – **have**: I've they've we've you've
means ... – **am**: I'm
means ... – **had/would**: he'd I'd she'd we'd who'd you'd
- When you choose between *is/has* and *had/would*, you need to work out what sounds right in the sentence –
Here's the bus – Here (is/has) the bus. *Here is* makes sense.
We'd better hurry – We (had/would) better hurry. *We had* makes sense.
- Sometimes contractions are irregular – *won't* (will not) *shan't* (shall not)

TRAP

- Do not sound out the spelling. You need to remember how contractions are written and the meaning of the word – *hasn't* (correct) *hasent* (incorrect)
- Be careful not to confuse contractions with homonyms – *its/it's* *your/you're* *there/their/they're*
- Make sure the apostrophe is put in the exact position of the missing letter or letters.

Contractions

HAVE A GO!

Show where the apostrophe (') should go.



1. We I I have to be careful not to fall down the we ll l.

○ ○ ○ ○

2. I might n t get to the bus on time.

○ ○ ○

3. You r e not going to take that old jacket on you r u holidays, are you?

○ ○ ○ ○

4. Ther e s going to be a large group of people travelling on the ir u own.

○ ○ ○ ○

5. It s s time for the puppy to get it s s bone now.

○ ○ ○ ○

6. When s s the best time to call you r u phone?

○ ○ ○ ○

7. I'll do you r u dishes while you r e shopping.

○ ○ ○ ○

8. They I I close the airport if there's a bad storm.

○ ○

9. They could n t find the entrance to the zoo.

○ ○

10. You have n t had you r u dinner yet, have you?

○ ○ ○ ○

STUDENT PRACTICE

Show where the apostrophe (') should go.



1. I _ll have to pick you up later.
 ○ ○

2. They _v_e caught the bus into town.
 ○ ○ ○

3. Matt does _n_t like peanut butter.
 ○ ○ ○

4. We _r_e having dinner early tonight.
 ○ ○ ○

5. She _d better hurry or she will be last.
 ○ ○

6. I know you _l_l try your hardest.
 ○ ○ ○

The spelling mistakes in each line have been underlined.

Write the correct spelling for each underlined word in the box.

7. Hes on his way home now.

 7

8. I don't know if thats' the right way.

 8

9. I hope it isent going to be too hot today.

 9

10. Weave got ten dollars to spend at the bookshop.

 10

11. Hears the change I owe you.

 11

Frequently Misspelt Words

THINGS TO KNOW

Here are our top 100 tricky words that often confuse spellers when they write.

HINT

Try singing, chanting or using mnemonics to learn them as you cannot hear the sounds in most of these words.

TRAP

The words shown with the symbol (*) are homonyms. Make sure you choose the correct spelling as different spelling choices have different meanings.

ache	again	always	among	answer
any	because	beginning	believe	blue *
break *	built	business	busy	buy *
can't	choose	colour	coming	cough
could	country	dear *	Doctor	does
done	don't	early	easy	enough
every	February	forty	friend	guess
half	having	hear *	heard *	here *
hoarse *	hour *	instead	just	knew *
know *	laid	library	loose	lose
making	many	meant	minute	much
none *	often	once	piece *	raise *
ready	road *	said	says	seems *
separate	shoes	since	some *	straight *
sugar	sure *	tear *	their *	there *
they	though	through *	tired	tonight
too *	trouble	Tuesday	two *	used
very	wear *	Wednesday	want	where *
whether *	which *	who	whole *	women
won't	would *	write *	writing *	wrote*

Frequently Misspelt Words

HAVE A GO! The spelling mistakes in each line have been underlined.

Write the correct spelling for each underlined word in the box.

1. The Docter took my temperature.

1

2. There are three days left of school befor the holidays.

2

3. I have seen that movie so meny times!

3

4. Our class is macking a model of the solar system.

4

5. I didn't know were I was going.

5

6. I don't whant you to wear my jumper.

6

7. There are ten days untill the next holidays.

7

8. I don't know weather I should go or stay.

8

9. Selma escaped though the burning building unhurt.

9

10. You need to seperate the round beads from the square ones.

10

11. Imran always dose amazing drawings.

11

Frequently Misspelt Words

STUDENT PRACTICE

The spelling mistakes in each line have been underlined.
Write the correct spelling for each underlined word in the box.

1. Please don't ever do that agen!

1

2. I allways sit on the grey chair in class.

2

3. My sports shirt cost fourty dollars.

3

4. I don't know how gave me that present.

4

5. Do you have enuff time to finish it?

5

6. Our holidays start on wensday.

6

7. Are you comming with us?

7

8. I carnt help you now.

8

9. Harry has dun the washing.

9

10. Can you please tell me whi you did that?

10

11. I am verey tired and annoyed right now.

11

12. Max has made many new frends at school.

12

General Spelling Rules

16. An *e* on the end of a word usually makes the vowel say its name. For example:
The *a* in *game* makes a long sound. It says its name.

TRAP

- Do not confuse these words and words with the letter patterns *ack eck ick ock uck*.
ake (snake rake) *ack* (snack rack) *ike* (Mike like) *ick* (Mick lick)
oke (poke stroke) *ock* (rock stock) *uke* (Duke Luke) *uck* (luck duck)
- There are many exceptions to the rule – *have* *gone* *give* *come* *one* *some* *love* *one*

17. When two vowels go walking, the first one does the talking.

HINT

The letter combinations *ai ee ea ei ie oa ui* and *ue* follow this rule – *ai* in *paint* makes a long *a* sound; *oa* in *goat* makes a long *o* sound; *ei* in *receive* makes a long *e* sound; *ui* in *bruise* makes a long *u* sound

TRAP

The above rule has many exceptions such as *ao au eu io oi ou* and *oo*.

18. *i* before *e* except after *c* (when making the long *e* sound).

HINT

Exceptions include *weird*, *seize* and *protein*.

TRAP

If *ie* does not make the long *e* sound, this rule does not apply – *leisure* *foreign*

- The letter combination *ie* makes a long *e* sound in *thief*, *brief* and *shield*.
- Words that make this sound and contain the letters *cei* include *deceive* and *receipt*.

General Spelling Rules

HAVE A GO! The spelling mistake in each sentence has been underlined.
Write the correct spelling for each underlined word in the box.

1. The earthqack destroyed the whole city.

 1

2. You need to pack those in your siutcase.

 2

3. It was rianing cats and dogs outside today.

 3

4. The rattlesnake is my favourite reptil.

 4

5. Please pass me that peice of cake.

 5

6. The sound of the flut was beautiful.

 6

7. Luckily I had a warm jumper to wear in the feirce wind.

 7

8. The cieling of our house is very low.

 8

9. We need to buy a new taoster.

 9

10. Mum gave me a huge when I left home.

 10

11. Have you checked the bracks?

 11

12. I can see the viens in my arm.

 12

STUDENT PRACTICE

The spelling mistake in each sentence has been underlined.
Write the correct spelling for each underlined word in the box.

1. Can I have some paeches with my ice-cream?

 1

2. The snack slithered across the road.

 2

3. Did you recieve my letter?

 3

4. I dislick rainy days.

 4

5. Make sure you get out of the sun and rest in the shad.

 5

6. Please don't argu with your brother.

 6

7. I have given aech of you two dollars.

 7

8. The witch let out a loud shreik.

 8

9. I often relax when I flaot in the pool.

 9

10. The scarecrow looked after the corn feeld.

 10

11. I don't want to go to the party alown.

 11

Homonyms

THINGS TO KNOW

Homonyms are words that look or sound the same (or both) but have different meanings. When you are deciding which homonym to use, you must consider the meaning of the words. If you make the wrong choice of homonyms in reading and writing, the text will not make sense.

HINT

It may be helpful to use memory tricks and/or mnemonics to prompt you to remember the spelling and meaning of homonyms – This is the meat that you eat. A dear's ear ... Where are you – there or here?

aloud allowed	ate eight	be bee	bean been	blew blue	board bored
break brake	by bye buy	caught court	cheep cheap	dear deer	desert dessert
fair fare	for four	grate great	guessed guest	hare hair	hear here
hole whole	hour our	it's its	knew new	knot not	know no
lead led	made maid	mail male	meet meat	missed mist	one won
pair pear	passed past	paw poor pore pour	peace piece	plain plane	practice practise
raw roar	read red	saw sore soar	road rowed rode	right write	sail sale
saw sore soar	scene seen	see sea	sight site	so sew sow	some sum
son sun	stake steak	steel steal	sure shore	tail tale	their they're there
threw through	to too two	wait weight	way weigh	weak week	wear where
weather whether	which witch	won one	wood would	write right	your you're

HAVE A GO!

Which word completes each sentence correctly?



1. Please don't _____ this mirror.
 brake break
2. I don't know when _____ meant to finish.
 it's its
3. The children had to clean _____ bikes.
 there their
4. We had to swim to _____ when the boat capsized.
 shore sure
5. The time is ten _____ eight.
 passed past

STUDENT PRACTICE

Which of the following completes each sentence correctly?



1. The _____ flew on her broomstick. witch which

2. My _____ is turning one in December! sun son

3. I am going _____ Heron Island in the holidays. too to

4. I am going to buy _____ cakes this morning. some sum

5. Is that a _____ car? knew new

Each line has one word that is incorrect.
Write the correct spelling of the word in the box.

6. Do you turn write or left? 6
7. Please wait hear for your sister. 7
8. My favourite colour is blew. 8
9. Can you sea it? 9
10. Ivan owns for bikes. 10

Making Plurals

1. Add the letter *s* to most nouns – dogs boys girls
2. Add *es* to nouns ending in *ch sh o s x* or *z*.
You can hear the extra *es* syllable in most of the words – bunches bushes
3. Change *f* to *v* and add *es* for words ending in *f* or *fe* – knife/knives loaf/loaves

TRAP

Exceptions include *roofs* *chiefs* and *hoofs*.

If you hear the sound *f* in the plural noun, just add *s*.

4. Some words change their spelling – man/men tooth/teeth mouse/mice
child/children platypus/platypii
5. Some words have the same singular and plural form – squid salmon
6. When making a plural from a word ending in a *consonant + y*, drop the *y* for an *i* before adding *es* – baby/babies factory/factories
7. When making a plural from a word ending in a *vowel + y*, simply add *s* – monkeys days boys
8. For most singular words ending in *o*, add *es* – tomatoes
If there is a vowel before the *o*, add *s*.

TRAP

Exceptions include *photos* and *pianos*.

**HAVE A GO! Each line has one word that is incorrect.
Write the correct spelling of the word in the box.**

1. Did you see all of the deers in the park?

 1

2. There are thirty teacheres on staff at our school.

 2

3. I bought three didgeridooes when I was on holidays.

 3

4. We saw many rock wallabys on our hike.

 4

5. Two calfs were born last night.

 5

6. There are some beautiful art gallerys in that little town.

 6

7. At the back of the book you will find some fun quizzes to finish.

 7

8. Twelve mans will be competing for the gold medal.

 8

9. I can see three fishes in the pond.

 9

10. Make sure you keep those matchs away from the young children.

 10

11. My baby brother has many toyes.

 11

Making Plurals

STUDENT PRACTICE

Each line has one word that is incorrect.

Write the correct spelling of the word in the box.

1. We saw three yellow butterflys in the garden.

 1

2. Make sure you wash the dishs when you finish your meal.

 2

3. Those four womans bravely saved the dog's life.

 3

4. We heard loud echos in the cave.

 4

5. We were scared of the wild gooses in the park.

 5

6. Can you please pack my shopping into boxs?

 6

7. I was told that there are wolfs in this forest.

 7

8. I always read storys to my son before he goes to sleep.

 8

9. Please clean your dirty foots.

 9

10. I need to buy some new sports shirtes.

 10

11. My class is learning about volcanos.

 11

Making Words Past Tense

1. Add *ed* to most verbs (or *d* if the word already ends in *e*) – jumped looked typed
2. When verbs end with a *short vowel + consonant*, double the final consonant before adding *ed* – drop/dropped tap/tapped
3. Some words use *t* rather than *ed* – wept slept
4. Some words change their spelling – run/ran wake/woke speak/spoke
5. When words end in a *consonant + y*, drop the *y* for an *i* before adding *ed* – hurry-hurried

TRAP

- Don't get confused between past tense *ed* endings and simple *d* endings – band banned
- Some words have *ed* endings that make a *t* sound – looked hopped

HAVE A GO! The spelling mistake in each line has been underlined.

Write the correct spelling for each underlined word in the box.

1. The fire starttted in the kitchen.

 1

2. I tried really hard but I keeped missing the ball.

 2

3. Omar swimmed two kilometres in record time.

 3

4. Daniel's flight was delaid for three hours.

 4

5. We claped loudly when the show finished.

 5

6. My brother fryed an egg for breakfast.

 6

Word Building and Making Words Past Tense

STUDENT PRACTICE

The spelling mistake in each line has been underlined.

Write the correct spelling for each underlined word in the box.

1. I have to put some whipeing cream on the cake.

1

2. The secureity officers made sure the pop stars were safe from the crowds.

2

3. After lunch my class does art activitys.

3

4. My face went red when I started chokking on the nut.

4

5. We went to see a very funny comedyan last night.

5

The spelling mistake in each line has been underlined.

Write the correct spelling of the word in the box.

6. I cryed when I got lost in the supermarket.

6

7. The children drinked their fruit juices very quickly.

7

8. I dirtyed my clothes playing sport.

8

9. My head throbbed from the loud music.

9

10. I rememberd your birthday today!

10

11. Mary feeled very tired after her long drive.

11

12. I have timmed the race with my new stopwatch.

12

13. Tim gived five dollars to me.

13

Prefixes and Suffixes

THINGS TO KNOW

Prefixes and suffixes often help us understand the meanings of more complicated words and help us with spelling.

HINT

- A **prefix** is a syllable that is attached to the beginning of a word. It changes the meaning of the word – happy/unhappy like/dislike
- A **suffix** is a syllable attached to the end of a word. It changes its part of speech. Sometimes the spelling of the base word may change when the suffix is added – fancy/fanciful busy/business compete/competition

PREFIX	MEANING	EXAMPLE	SUFFIX	MEANING	EXAMPLE
anti-	opposite to	anticlockwise	-able	able/tending to	enjoyable
auto-	self	autobiography	-al	relating to	personal
dis-	not or away	disagree	-ee	one who receives	trainee
in- / il-	not	insane illegal	-er / -or	one who, that which, more	teacher actor
im- / ir-	not	impossible irregular	-er	most	loudest
inter-	between	interstate	-ful	full of	helpful
kilo-	1000 × greater	kilogram	-fy	to make	magnify
mis-	wrong	misunderstand	-ible	able/tending to	possible
pre-	before	prefix	-ish	like	foolish
pro-	for or forward	proceed	-less	without	painless
post-	after	postpone	-ling	small, little	duckling
re-	again or back	return	-y / -ly	like, in manner of	quietly
semi-	half	semi-final	-ment / -ship	act/state of, result	payment friendship
super-	above	superhuman	-ness	state of being	sickness
trans-	across	transport	-ous	having, full of	dangerous
un-	not or in reverse	unfair	-sion / -tion	act, result, state of	permission education

TRAP

- Do I use *-able* or *-ible* as a suffix?
 - If the base word is recognisable on its own, the ending will more often than not be *-able* – obtainable affordable
 - If the base word is not recognisable on its own, the ending will generally be *-ible* – horrible possible
- Remember that the suffixes *-al* and *-ful* are spelt with only one *l*, not two – handful coastal

HAVE A GO! Each sentence has one word that is incorrect.

Write the correct spelling of the word in the box.

1. I perdict that it will be snowing tomorrow.

1

2. I don't know how you disscovered that!

2

3. We had a terrible storm last night.

3

4. That area is very mountainess.

4

5. The bakor works very long days in the bakery.

5

6. I asked the movie star for her ortograph.

6

7. My friend lives three cilomketres from my house.

7

8. Great intastate highways join the main capital cities.

8

9. The boy ate a mouthfull of delicious sultanas.

9

10. I am the quietist in the class.

10

Prefixes and Suffixes

STUDENT PRACTICE

The spelling mistakes in each line have been underlined.
Write the correct spelling for each underlined word in the box.

1. You must soupervise the children in the playground.

 1

2. We were frightened as we sat in the darkniss.

 2

3. Can you help me unntie the knot?

 3

4. It was cold, wet and misserible outside.

 4

5. I looked up the news on the inttanet.

 5

6. The policeman was very helpfull.

 6

Each sentence has one word that is incorrect.

Write the correct spelling of the word in the box.

7. I couldn't see it because it was invisable.

 7

8. John missplaced his keys so we couldn't drive anywhere.

 8

9. Superheroes are said to be fearliss.

 9

10. The pot was grease because it had not been washed properly.

 10

11. Please don't ask queschins until the end of the talk.

 11

12. The reporter said there would be coastel showers.

 12

13. The sailor was swept overboard in the storm.

 13

THINGS TO KNOW

- The vowels *a e i o u* can make a short, long or different sound.
- There is a vowel sound in every syllable of every word.
- Common letter patterns are often found in our spelling.
- The position of the sounds within a word may give us a clue as to which spelling choice to use.

Spelling Tips 1

1. The letter *q* is always followed by *u*. This does not apply in abbreviations – QANTAS
2. We often double the letters *f, l, s* and *z* after the 5 short vowels – hill fizz off hiss
3. The letter patterns *ck, tch* and *dge* are only used after a single short vowel sound. They are usually found at the end of words of one syllable.
 - When the *k* sound is after a short vowel, it is spelt *ck* – back neck kick sock

TRAP

Exceptions are:

- if another consonant follows the *ck* sound – factor tractor Doctor
- if the word is made up of more than one syllable – picnic tactic

- When the *j* sound follows a short vowel sound, it is spelt *dge* – badge edge dodge sludge
- When the *ch* sound follows a short vowel, it is spelt *tch* – match witch splotch clutch

TRAP

There are exceptions to this rule – such sandwich much which rich

4. The short *o* sound after *w, wh* and *qu* is often spelt with the letter *a* – was what quarrel
5. Remember that there are common letter patterns in our spelling.
For example: *eigh* *ought* *ough* *ould* *own* *oin* *ound* *ight*
weigh *sleigh* *neighbour / height* *bought* *thought* *nought* *though* *dough / bough*
could *should* *wouldn't* *brown* *clown* *frown* *town* *coin* *join* *joint* *oink*
bound *found* *mound* *pound* *round* *fight* *light* *knight* *night* *right* *sight* *tight*
6. When a word ends in a final syllable making a long *e* sound, you often use *y* or *ey* –
happy *untidy* *sunny* monkey donkey
7. Some beginning consonants are silent. They are used at the beginning of a word –
kn knife *wr* write *gn* gnaw *pn* pneumonia

Spelling Tips 1

HAVE A GO! Each sentence has one word that is incorrect.
Write the correct spelling of the word in the box.

1. I have been mising the bus a lot lately.

 1

2. I gave a buntch of flowers to my teacher.

 2

3. The nurse put a bandage around my
sore nee.

 3

4. I fownd two dollars on the beach.

 4

5. Please screw the lid on titely.

 5

6. The thick, black smoke came from
the factoree.

 6

7. Please wipe that drawing off the
blakeboard.

 7

8. You need to sqot down so everyone
can see.

 8

9. Don't wonder too far away or you could
get lost.

 9

10. You need to untie the nots in the
fishing line.

 10

STUDENT PRACTICE

Each sentence has one word that is incorrect.

Write the correct spelling of the word in the box.

1. It is qite cold outside so wear a jumper.

 1

2. My Mum bought me a woch for my birthday.

 2

3. The fly kept buzing around my ear.

 3

4. You shoodn't run on the wet tiles in case you slip.

 4

5. You will need a buket to carry the water.

 5

6. You need to turn left at the old brige.

 6

7. I mite play tennis this evening.

 7

8. It was dark but we could see the turtles haching.

 8

9. I caught the rong bus.

 9

10. Don't make a sownd or you'll scare the bird away.

 10

11. Please tide your room!

 11

12. Dinner will be ready at ate o'clock.

 12

Spelling Tips 2

THINGS TO KNOW

Good spellers use correct spelling choices and letter patterns when they spell words. They also consider the position of the letters in a word to help make correct spelling choices.

HINT

- When vowels work with another letter, they often make a different speech sound. One sound may have several spelling choices. Some of these choices are:
 - long *a* sound *a a-e ai ay eigh - baby gate pain day sleigh*
 - long *e* sound *e-e ee ea ie ei y ey - these tree eat Chief receive happy donkey*
 - long *i* sound *i-e igh -y i ie - prize night sky kind pie*
 - long *o* sound *o-e oa ow o - note toad mow both*
 - long *u* sound *u-e oo ui ue ew - tune soon suit glue new*
- While you need to remember *what looks right*, there are some other rules that may help. Knowing **where a sound is in a word** may also give us some clues. Some of these letter combinations or spelling choices include:
 8. The letter pattern *ay* is usually found at the end of a word. However, it may be in the middle of a word, followed by a suffix (payment) or compound word (daylight).
 9. The letter patterns *ai au ui oi ei ou eu* and *oa* are never used at the end of a word.
 10. The letters *i u* and *v* are never found at the end of a word. The letter *e* is always added – *give tie blue*
 11. The letter patterns *oo* and *oa* make an *or* sound when followed by the letter *r* – *floor roar*
 12. The letter patterns *ai* and *ea* make a short *e* sound when followed by the letter *r* – *lair bear*
 13. Double consonants are at the middle or end of a word, not the beginning.
 14. *The ck* sound is written with the letter *c* in front of a consonant or in front of *a o* and *u* – *candle cot tractor*
 15. The letter *k* is used to make the *ck* sound in front of *e* and *i* and long vowel sounds – *kettle Kate kite*

HAVE A GO! Each sentence has one word that is incorrect.

Write the correct spelling of the word in the box.

1. Please carry that in the cardbored box.

1

2. I have to withdraw some money from the bank today.

2

3. These flies are so annoing!

3

4. I like to have pilloa fights with my sister.

4

5. Our class will be displaing their art work at the school fete.

5

6. The handyman is going to repare our broken fence.

6

7. Many wild animals are activ at night.

7

8. I ripped my new trowsers on the wire fence.

8

9. Mum bought me a grey citten for my birthday.

9

Spelling Tips 2

STUDENT PRACTICE

Each line has one word that is incorrect.

Write the correct spelling of the word in the box.

1. Can you see the plane abov you?

 1

2. Be careful of the eagle's sharp clau.

 2

3. I'm going to get my her cut after school today.

 3

4. May I borroa your pencil please?

 4

5. Be careful of the stingra's tail!

 5

6. I took my surfbord to the beach.

 6

7. You need to speak ssoftly in the library.

 7

8. Thick, black smoke was coming from the faktory.

 8

9. We climbed over the haistack.

 9

10. I am ceeping my room very tidy.

 10

Word Building

- When a word ends in *e*, drop the *e* when adding *y* or a word ending beginning with a vowel – amaze/amazing ignore/ignorance
- If a short vowel comes before the final consonant in a word, double the consonant before adding a word ending beginning with a vowel or the letter *y* – scan/scanning skin/skinny

TRAP

Don't use this rule if the word contains a long vowel sound before the final consonant.

- When a word ends with a *consonant + y*, change the *y* to an *i* before adding a word ending or suffix – lazy/laziness hurry/hurried

HAVE A GO! The spelling mistake in each line has been underlined.

Write the correct spelling for each underlined word in the box.

1. I enjoy writting letters to my Grandma in New Zealand.

 1

2. I sliped over on the wet tiles and hit my head.

 2

3. She carried the heavy groceries to the car.

 3

4. I am makeing a Christmas card for my Mum.

 4

5. I gazed at the magnificent sunset in amazment.

 5

6. The surface of the moon is pited with many large and small craters.

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